

Standard 2: Writing

Readiness

4 Relate a narrative, creative story or other communication by drawing, telling and writing

****activities**** Character Pathways, Character Tableau With Movement, Exploring Text Through Dance, I Come From

1AD R7 Show respect for personal work and the work of others

2AD R2 Create a dance and revise it over time; identifying the reasons for the change

3AD R1 Respond verbally to creative works of others

PO1 Describe the elements of movement . . .

2. Spell simple words

****Activities**** Match Me

1AD R3 Imitate and mirror basic body movements and shapes

PO1 Follow movements and shapes of a designated leader

5 Write the 26 letters of the alphabet

****Activities**** Match Me

1AD R3 Imitate and mirror basic body movements and shapes

PO1 Follow movements and shapes of a designated leader

Foundations

Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks

a. Generate topics through prewriting

b. Align purpose (e.g. to entertain, to inform, to communicate) with audience . Write a first draft . . .

c. Revise. . .

d. Edit revised draft

g. Present final copy (e.g. read aloud, display, publish, mail, send, perform)

****Activities**** Character Pathways, Character Tableau With Movement, Exploring Text Through Dance, I Come From

1AD F2 Create a movement phrase with a beginning, middle and end . . .

PO1 Suggest possible beginnings, middles, and endings

PO3 Create and demonstrate a complete movement phrase

1AD F3 Discuss own impressions (based on life experiences, concepts from other sources)...

PO3 Discuss how dance relates to personal experiences

- 1AD F5 Invent multiple solutions to movement problems
 - PO1 Create several endings . .
- 1AD F6 Create a dance phrase, then vary it . . .
- 3AD F1 Present their own dances to peers and discuss their meaning with competence and confidence
 - PO1 Perform dance composition . . .
 - PO2 Describe what their dance is about . . .
 - PO3 Explain the choices made . . .
- 3AD F2 Discuss differing interpretations of and reactions to a dance . . .as one means of communicating personal ideas in a variety of forms
 - PO1 Use another medium . . . to communicate personal impressions of a dance
- 3AD F3 Recognize and explore multiple solutions . . .
 - PO1 Identify multiple solutions . . .
 - PO2 Create multiple solutions . . .
 - PO3 Share multiple solutions
- 3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance
 - PO1 Explore the correlation between dance and other subject areas

2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks

****Activities**** Match Me

- 1AD F7 Demonstrate the ability to copy, lead, follow, and mirror
 - PO1 Follow and/or copy movements of a designated leader
 - PO3 Lead movements to be imitated by a group . . .

3. Write a personal experience narrative or a creative story that has a beginning, middle and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting

****Activities**** Character Pathways, Character Tableau With Movement, Exploring Text Through Dance, I Come From

- 1AD F2 Create a movement phrase with a beginning, middle and end . . .
 - PO1 Suggest possible beginnings, middles, and endings
 - PO3 Create and demonstrate a complete movement phrase

- 1AD F3 Discuss own impressions (based on life experiences, concepts from other sources) . . .
 - PO3 Discuss how dance relates to personal experiences

- 1AD F5 Invent multiple solutions to movement problems
 - PO1 Create several endings . .
- 1AD F6 Create a dance phrase, then vary it . . .
- 3AD F1 Present their own dances to peers and discuss their meaning with competence and confidence

- PO1 Perform dance composition . . .
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- 3AD F3 Recognize and explore multiple solutions . . .
 - PO1 Identify multiple solutions . . .
 - PO2 Create multiple solutions . . .
 - PO3 Share multiple solutions
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**4. organize and accurately, clearly and sequentially report information gained
Gather from personal observations and experiences such as science experiments,
field trips and classroom visitors**

****Activities**** Reflection

- 3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance
 - PO1 Explore the correlation between dance and other subject areas

**5. Locate, acknowledge and use several sources to write an informational report in
their own words**

****Activities****

- 2AD F4 Identify and describe roles of dancers . . .in various dance settings and cultures
- 2AD F5 Explain how healthful practices enhance one's own ability to dance
- 3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance
 - PO1 Explore the correlation between dance and other subject areas

**6. Write well-organized communications, such as friendly letters, memos and
invitations, for a specific audience and with a clear purpose**

****Activities**** Create programs and press releases

- 3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance
 - PO1 Explore the correlation between dance and other subject areas

Essentials

2. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks

****Activities**** Quadrants, Writing playbills and programs

1AD E5 Transfer accurately a visual pattern to a physical motion

1AD E6 Transfer accurately a rhythmic pattern from the aural to a physical motion

2AD E3 Compare the roles of dancers . . . according to the various functions and the conditions under which dance is performed

4-5

PO1 Describe the different functions . . .

6-8

PO2 Compare the roles . . .

PO3 Analyze certain roles . . .

3AD E1 Identify aesthetic criteria for evaluating dance

4-5

PO1 List dance aesthetic criteria

PO2 Observe and describe the non-verbal portrayal. . .

PO3 Observe and describe the mood . . .

6-8

PO2 Evaluate a given dance . . .

3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance

3AD E3 Compare and contrast dance compositions . . .

6-8

PO2 Identify similarities and differences . . .

PO3 Analyze a dance composition

3. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialogue, and themes and uses figurative language, descriptive words and phrase

****Activities**** Character Pathways, Character Tableau With Movement, Exploring Text Through Dance, I Come From

3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance

3AD E3 Compare and contrast dance compositions . . .

6-8

PO2 Identify similarities and differences . . .

PO3 Analyze a dance composition

5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources

****Activities**** Reflection, Research based on dance

3AD E1 Identify aesthetic criteria . . . for evaluating dance

4-5

PO1 List dance aesthetic criteria

PO2 Observe and describe the non-verbal portrayal of emotions

PO3 Observe and describe the mood

6-8

PO2 Evaluate a given dance

3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance

3AD E3 Compare and contrast dance compositions . . .

6-8

PO2 Identify similarities and differences . . .

PO3 Analyze a dance composition

7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences

****Activities**** Critiques

3AD E1 Identify aesthetic criteria . . . for evaluating dance

4-5

PO1 List dance aesthetic criteria

PO2 Observe and describe the non-verbal portrayal of emotions

PO3 Observe and describe the mood

6-8

PO2 Evaluate a given dance

8 Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus to complete effectively a variety of writing tasks

****Activities**** Research, reports on dance

2AD E3 Compare the roles of dancers . . . according to the various functions and the conditions under which dance is performed

4-5

PO1 Describe the different functions . . .

6-8

PO2 Compare the roles . . .

PO3 Analyze certain roles . . .

3AD E1 Identify aesthetic criteria for evaluating dance

4-5

PO1 List dance aesthetic criteria

PO2 Observe and describe the non-verbal portrayal. . .

- PO3 Observe and describe the mood . . .
- 6-8
- PO2 Evaluate a given dance . . .
- 3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance
- 3AD E3 Compare and contrast dance compositions . . .
- 6-8
- PO2 Identify similarities and differences . . .
- PO3 Analyze a dance composition

Proficiency

2. **Write a persuasive essay (e.g. editorials, reviews, essays, critiques) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions**

****Activities**** Reviews

- 2AD P1 Explain how movement choices communicate abstract ideas in dance
 - PO2 Observe and interpret a dance through verbal or written expression
- 2AD P3 Select at least two contemporary theatrical forms of dance . . . describe their similarities and differences
 - PO1 Identify and describe dance styles . . .
 - PO2 Compare contemporary dance styles
- 2AD P4 Demonstrate and discuss the traditions and techniques of classical dance forms
 - PO1 Research the traditions . . .
 - PO2 Compare and contrast
- 2ADP5 Analyze and interpret how technological and scientific advances in dance l l l influence the creation of work
 - PO1 Research technological advances
 - PO3 Analyze how technological advances have influenced the evolution of dance
- 2AD P6 Discuss how skills developed in dance are applicable to a variety of careers
- 3AD P1 Explain how personal experience influences the interpretation of a dance
 - PO1 Write a personal interpretation of a dance
 - PO3 Justify individual response (s) to a dance

3. **Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources' and conforms to a style manual**

****Activities**** Research Dance

- 2AD P7 Describe historical differences of two or more dance styles . . .
 - PO1 Research two dance styles; list differences

- PO2 Research the evolution of two or more dance styles
- PO3 Examine and identify the influence historical events have on the development of dance
- 3AD P4 Analyze the role of dance in contemporary society
 - PO1 Research dance in contemporary society
 - PO2 Identify the roles of dance in today's society
 - PO3 Debate the roles of several dance styles in contemporary society

Distinction

1. Expand writing experiences by experimenting with language, form and genres (e.g., poetry, screen plays and public policy documents)

**** Activities**** Research and critique dance

3AD D1 Examine ways that a dance creates and conveys meaning . . .

3AD D2 Evaluate dances on the basis of aesthetic criteria . . .

3AD D3 Compare and contrast how personal intent is communicated in choreographic work

3. Analyze, synthesize, evaluate and apply principles of formal logic in expository writing tasks

****Activities**** Research and critique

2AD D2 Analyze the style of a choreographer or a cultural form

2AD D3 Analyze issues of heritage, gender, social/economic class . . . in relation to dance

2AD D3 Analyze twentieth century dance events in their social, historical, cultural and political contexts

2AD D4 Compare and contrast the roles and significance of dance in at least two . . . contexts

3AD D1 Examine ways that a dance creates and conveys meaning . . .

3AD D2 Evaluate dances on the basis of aesthetic criteria . . .

3AD D3 Compare and contrast how personal intent is communicated in choreographic work